

**CIA4U**

**Lesson 4.1 Theories and Models of Trade Assessment**

**Type of Assessment: Homework**

**Purpose of Assessment: Assessment FOR Learning**

**Method of Assessment: Yes/No**

**Learnings Goals:**

* Students will demonstrate an understanding of key aspects of trade theories
* Students will demonstrate an understanding of exchange rate regimes (i.e., fixed, managed, and floating exchange rates) and how they influence the terms of trade
* Students will assess trade models and practices (e.g., fair trade, free trade agreements, trade barriers, marketing boards) with reference to both economic and ethical criteria
* Students will analyse the objectives and influence of a variety of trade agreements and political/ economic organizations that focus on trade

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| **Global Interdependence and Inequalities** | Theories and Models of International Trade: analyse various theories, models, and issues relating to international trade |

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| Ontario Curriculum Expectations | |
| E1.1 | demonstrate an understanding of key aspects of trade theories ( |
| E1.2 | demonstrate an understanding of exchange rate regimes (i.e., fixed, managed, and floating exchange rates) and how they influence the terms of trade |
| E1.3 | assess trade models and practices (e.g., fair trade, free trade agreements, trade barriers, marketing boards) with reference to both economic and ethical criteria |
| E1.4 | analyse the objectives and influence of a variety of trade agreements and political/ economic organizations that focus on trade |

**Instructions:**

Find another photo (one that you have taken or on the Internet) that shows how trade is part of a community; include the source/photographer. Reflect on how trade benefits or harms the community.

Insert a photo in the space below:

Write your reflection below:

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Using the source below, prepare a response for Canada in the 21st century. Include evidence from this module to support your arguments.

***Candlestick Makers' Petition***

*Frederic Bastiat (1845)*

*We are suffering from the ruinous competition of a rival who apparently works under conditions so far superior to our own for the production of light that he is flooding the domestic market with it at an incredibly low price; for the moment he appears, our sales cease, all the consumers turn to him, and a branch of French industry whose ramifications are innumerable is all at once reduced to complete stagnation. This rival, which is none other than the sun, is waging war on us so mercilessly we suspect he is being stirred up against us by perfidious Albion (excellent diplomacy nowadays!), particularly because he has for that haughty island a respect that he does not show for us.*

*We ask you to be so good as to pass a law requiring the closing of all windows, dormers, skylights, inside and outside shutters, curtains, casements, bull's-eyes, deadlights, and blinds — in short, all openings, holes, chinks, and fissures through which the light of the sun is wont to enter houses, to the detriment of the fair industries with which, we are proud to say, we have endowed the country, a country that cannot, without betraying ingratitude, abandon us today to so unequal a combat.*

*Source:* [*bastiat.org*](https://lah.elearningontario.ca/CMS/public/exported_courses/CIA4U/exported/CIA4UU04/CIA4UU04/CIA4UU04A01/_teacher/bastiat.org-APETITION.pdf)

Write your response here:

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**Submit your assignment in your shared course folder.**